



# Miami-Dade County Public Schools Office of Grants Administration

- 2025-2026 Non-Public Schools Entitlement
- SPRING MEANINGFUL CONSULTATION MEETING
- February 26, 2025
- 9:30 a.m. – 12:00 p.m.



# Equitable Services for Non-public School Participation

- **With the initial passing of the Elementary and Secondary Education Act (ESEA) in 1965, private school students and teachers have been eligible to participate in certain federal education programs.**
- **The Every Student Succeeds Act (ESSA), signed into law December 10, 2015, makes a number of changes to certain fiscal requirements that existed in the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB)**
- **School districts must maintain documentation for providing meaningful consultation and equitable services to private school children, teachers, or other educational personnel within the local educational agency's service area.**



Miami-Dade County Public Schools (M-DCPS) has established the following procedures to ensure meaningful consultation and equitable services are provided for non-public schools:

- ❑ Fall Annual Notification Meeting: At this meeting, M-DCPS program managers of entitlement and other federally-funded programs provide an overview of the services available to non-public school students and educators
- ❑ Invitation to Participate: All non-public school principals are sent, through email, a comprehensive packet with background on each of the entitlement and federally-funded programs. Organized by program, the packet includes program overview, eligibility criteria and contact information for each program manager.
- ❑ Meaningful Consultation: Prior to developing the annual grant applications (due late Spring each year), Grants Administration staff and the program managers meet with representatives from non-public schools to discuss the needs assessment and survey results in order to ensure that the needs of non-public schools are addressed. Non-public schools are afforded the opportunity to provide input on how students' needs are identified; how, where and by whom services will be offered; and the scope of equitable services to be provided to eligible private school children, teachers and other educational personnel.

# Programs that require equitable participation of private school students, teachers, and parents:

Title I - Improving the Academic Achievement of the Disadvantaged  
Improving Basic Programs Operated by LEAs [Part A]  
Migrant Education [Part C]  
Local Programs for Neglected and Delinquent [Part D]

Title II - Preparing, Training and Recruiting High-quality Teachers and Principals  
Teacher and Principal Training and Recruiting Fund [Part A]

Title III - Language Instruction for Limited English Proficient and Immigrant Students  
English Language Acquisition, Language Enhancement, & Academic Achievement [Part A]

Title IV – Student Support and Academic Enrichment  
Student Support and Academic Enrichment [Part A]  
21st Century Community Learning Centers [Part B]



## Individuals with Disabilities Education Act (IDEA)

- ❑ School Districts must expend a proportionate share of federal IDEA funds to provide special education and related services to parentally placed private school children with disabilities.
- ❑ Schools are required to consult in a timely and meaningful manner with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for these children.

# Equitable Services Ombudsman

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states that every state educational agency (SEA) must designate an ombudsman to monitor and enforce equitable services requirements to help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families. The equitable services ombudsman is the state's primary point of contact for addressing questions and concerns pertaining to the equitable services requirements under Title I and Title VIII of ESEA, as amended by ESSA.

- Assisting in preparing local educational agencies, community-based organizations, colleges, universities, and private schools for effective implementation of ESSA equitable services requirements.
- Providing technical assistance to the department subrecipients by attending consultations, as needed, generating templates and best practices, educating all parties about the legal requirements of the consultation process, etc.
- Proposing appropriate policies and procedures for adoption by the department for implementing, monitoring, and enforcing ESSA requirements for equitable participation.
- Ensuring proper implementation of ESSA laws and regulations and resolving complaints using a timely and well-defined process.
- Monitoring and reviewing SEA and subrecipient consultation paperwork, and proportionate share budgets.
- Preparing and widely distributing annual reports on private school participation in ESSA programs in Florida, analyzing and interpreting trends, and proposing solutions to issues identified.

## **Janice A. Brown, FCCM, FCCN**

Interim Equitable Services Ombudsman

Assistant Deputy Commissioner

Finance and Operations

325 West Gaines Street, Suite 344C, Tallahassee, FL 32399-0400

Email: [equitableservices@fldoe.org](mailto:equitableservices@fldoe.org)

<https://www.fldoe.org/finance/equitable-services/contact.shtml>

# SUBMISSION OF DOCUMENTS

- In order to participate, documents must be completed, signed and emailed in PDF version to the Entitlement Program Manager;
- additional copy emailed to the Office of Grants Administration at [GrantsAdministration@dadeschools.net](mailto:GrantsAdministration@dadeschools.net) and submit
- no later than Monday, March 10, 2025.

## Requirement for submission:

- Both the subject line of the email and the PDF file name should read as follows:
  - 2025-2026 Non-Public (Entitlement Name) Application – (School Name)
  - Example:
  - Email Subject: 2025-2026 Non-Public Title I Application – St. Joseph School
  - PDF Name: 2025-2026 Non-Public Title I Application – St. Joseph School.pdf
- The contact information for each program office is included in the letter from February 7, 2025. We will post the letter and packet on our website, [Dadegetsgrants.net](http://Dadegetsgrants.net).



## Contacts:



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[mbalseiro@dadeschools.net](mailto:mbalseiro@dadeschools.net)

Maria Cervantes  
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Melissa Latus  
[mlatus@dadeschools.net](mailto:mlatus@dadeschools.net)

Faye Rodney  
[Frodney@dadeschools.net](mailto:Frodney@dadeschools.net)

Grants Administration (305) 995-1706  
X [@DadeGetsGrants](https://twitter.com/DadeGetsGrants)  
[www.DadeGetsGrants.net](http://www.DadeGetsGrants.net)  
Instagram [@dade\\_gets\\_grants](https://www.instagram.com/dade_gets_grants)



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**



# **DIVISION OF STUDENT AND FAMILY SUPPORT PROGRAMS**

# **TITLE I NON-PUBLIC SCHOOLS PROGRAM**

VIRTUAL MEANINGFUL CONSULTATION MEETING

WEDNESDAY, FEBRUARY 26, 2025

PROGRAM DESIGN, DEVELOPMENT & IMPLEMENTATION





# HISTORICAL PERSPECTIVE



**Establishment Clause  
of the  
First Amendment**



**Courts have upheld  
Title I provisions**

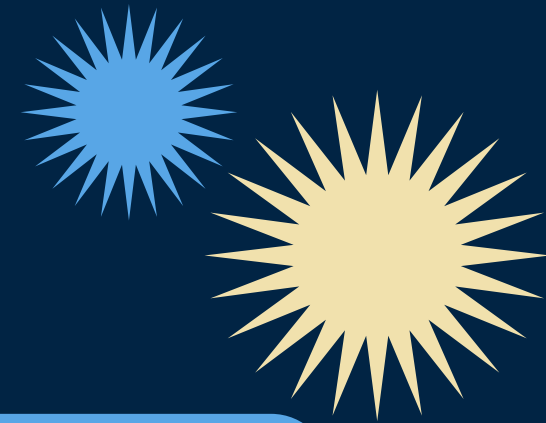


**1997  
Agostini v. Felton**



**2015  
Every Student  
Succeeds Act**

# GENERAL RULE



**Every Student Succeeds Act  
of 2015**



**Elementary and Secondary  
Education Act of 1994**

**Low-Achieving vs. Low-Income**

# MAJOR THEMES OF LAW

## Equitable Funding



**Reservation  
of Funds  
(Set Asides)**



**Professional  
Development**



**Parental  
Involvement**



**Basic  
Allocation**



**Standards/  
Evaluation**





# EQUITABLE SERVICES TO PRIVATE SCHOOL STUDENTS

## Consultation

- Timely and meaningful consultation before decisions are made
- Case by case basis
- Amount of funds generated
- Methods of collecting poverty data
- Identification / Selection of students to be served
- Program Design and Delivery
- Standards / Assessment / Evaluation
- Professional Development / Parental Involvement
- Service Delivery Model / Use of 3rd party provider
- District-Wide Activities (Set-Asides)

## Private School Officials' Certification

- Give to State Educational Agency

# FUNDING/ALLOCATION

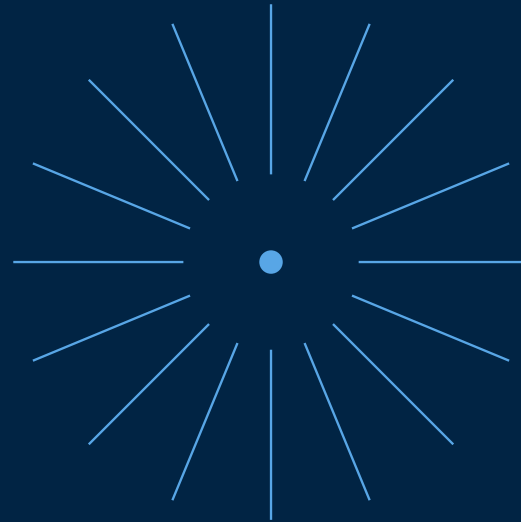
## Collection of Poverty Data

- New Data
- Survey with Extrapolation
- Proportionality (Miami-Dade)
- Correlated Measure

## LEA has final authority

## Automated System

## Appeal / Complaint Process



## FDOE Equitable Services Contact

Matthew Wiley, Director  
Florida Department of Education (FDOE)  
850-245-9732

## Allocation based on overall District

Title I Allocation from the State of Florida

## New Data

# FUNDING/ALLOCATION (CONT.D)



**Based on the number of  
low-income students  
residing in a Title I public  
school attendance  
boundaries**

**Utilize  
Proportionality  
Method**

**Determined every year or  
every two years**

# DISTRIBUTION OF FUNDS

Non-Aligned



Aligned



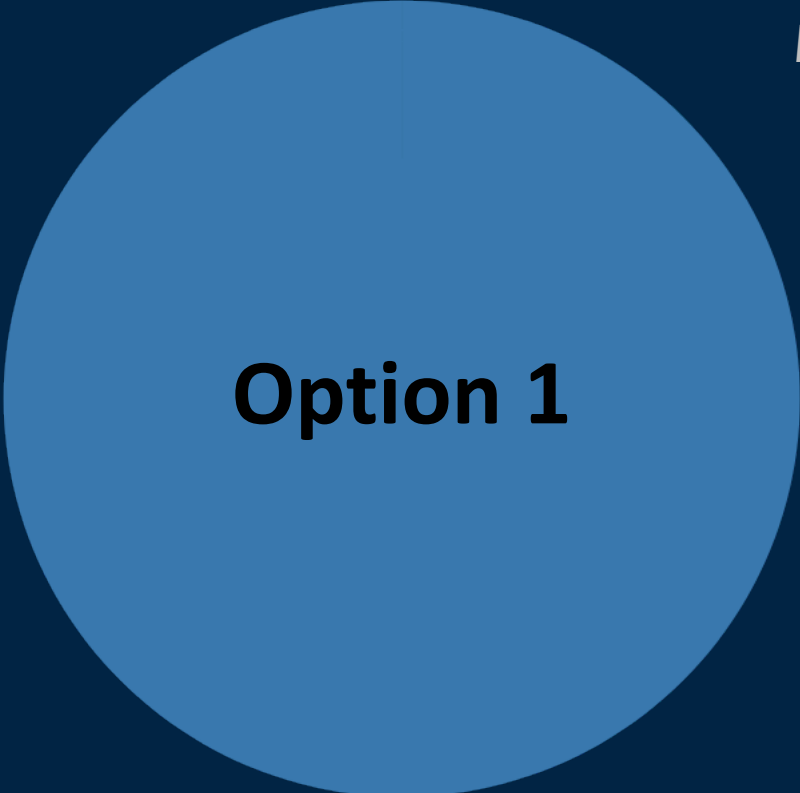
Follow the Student



Pooling of Funds

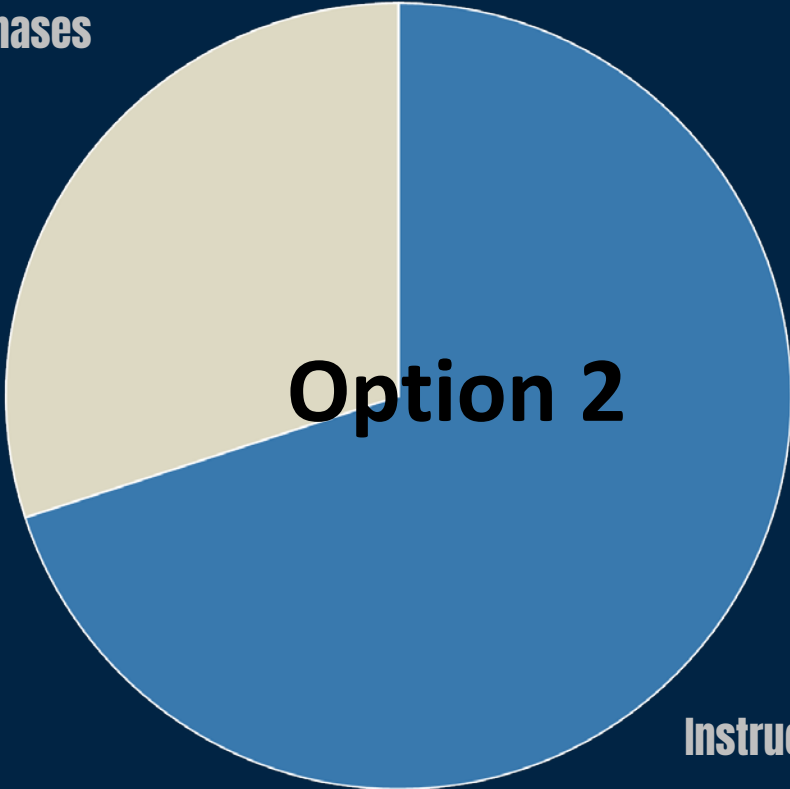


# EQUITABLE SHARE OPTIONS



**Instructional Services**  
100%

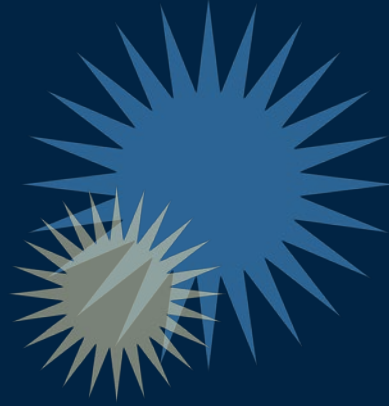
**Allowable Supplemental Purchases**  
30%



**Instructional Services**  
70%




Note: Schools who elect Option 2 agree to attend a mandatory training to ensure compliance and adherence of purchasing guidelines and program requirements.



# OPTION 1: 100% INSTRUCTIONAL SERVICES

- Services Delivery Plan to be customized to the needs of the eligible students at your school through consultation with private school before the start of the school year.
- Options for instructional services can be Tutoring (in core subject areas), Counseling, and/or Coaching.
- The school is responsible for providing services to eligible students through a referral process (Phase III).
- These services are intended for those students who qualify based on address and meet the academic criteria of failing or at risk of failing.



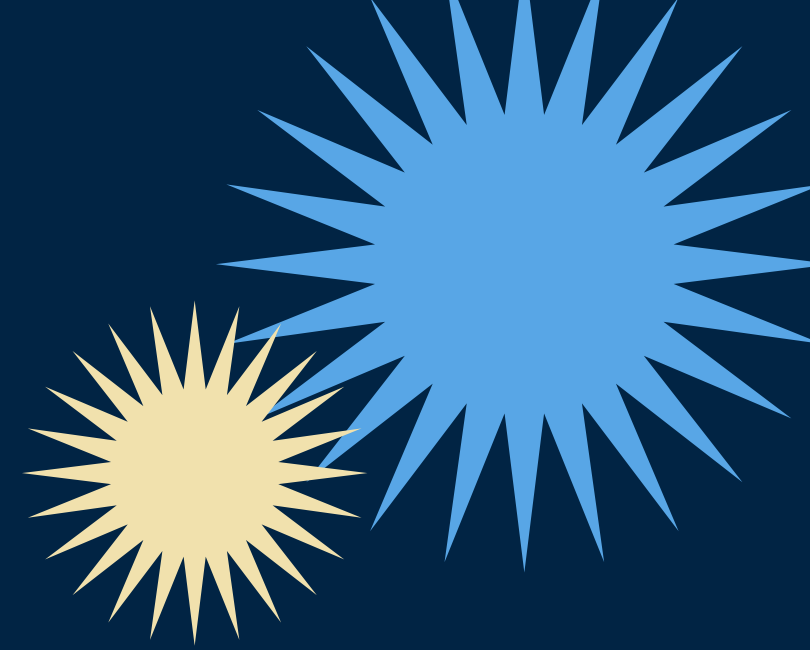
## **OPTION 2: 70% INSTRUCTIONAL SERVICES/ 30% ALLOWABLE SUPPLEMENTAL PURCHASES**

- Equipment, materials, tools, and/or resources may only be purchased if they are supplemental to the instructional services being provided.
- These goods are intended for the use of Title I eligible students only.
- The school is responsible for obtaining the required three (3) quotes on orders of more than \$2,499.99 from District-Approved Vendors.
- M-DCPS will hold title and ownership of all non-consumable supplies, materials, and equipment purchased by the District with Title I Funds.



Note: Schools who elect this option agree to attend a mandatory training to ensure compliance and adherence of purchasing guidelines and program requirements.

# Eligible Private School Students



Attend a non-profit private school



Reside in the attendance boundary of an LEA public school participating in the Title I Program



Be identified by the LEA as failing or at risk of failing to meet the state standards, or other standards relevant to the private school (using multiple educationally related criteria)





**Ms. Erica Garcia**  
**Executive Director**  
**DIVISION OF STUDENT AND FAMILY SUPPORT**  
**PROGRAMS**

**Migrant Education Program**

## Migrant Education Program Eligibility Qualifications

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate; and
2. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months in order to obtain (or seek), or to accompany (or join), a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood; and
5. The child has moved from one school district to another.



Miami-Dade County Public Schools  
Migrant Education Program  
28205 SW 124th Court, Building F, F014  
Homestead, FL 33033  
Office # (305) 258-4115  
Fax # (305) 258-3840  
migrantprogram@dadeschools.net  
<https://migrantprogram.dadeschools.net>

FOLLOW US ON SOCIAL MEDIA!  
@mdcpismigrant



Mrs. Erica Garcia  
Executive Director

[EGarcia5@dadeschools.net](mailto:EGarcia5@dadeschools.net)



To help us determine eligibility, please complete the Migrant Program Student Eligibility Survey (FM-4889)

# ACTIVE THIRD-PARTY CONTRACTORS

Catapult Learning



# PROGRAM DESIGN AND SERVICE DELIVERY



Targeted Assistance Model



LEA can provide service directly using district personnel



Can provide services indirectly through contracts with public and private organizations and individuals (Third-Party Contractors)



Supplement, Not Supplant



# PROGRAM DESIGN AND SERVICE DELIVERY (CONT'D.)



Extended-Day Services



Push-In/Pull-Out Program Options



Counseling



Computer-assisted Instruction (remote virtual online tutorial)



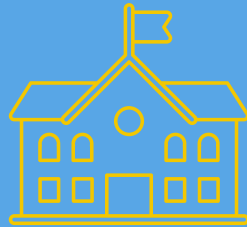
Referrals for Services (using multiple educationally related criteria; supplemental in nature)



# ACCOUNTABILITY



**Non-public school students  
not required to take the  
Florida Assessment of Student Thinking**



**Non-public schools not subject to grading**



**Alternate standards are to be developed in  
consultation with private school officials**



**LEA must use some assessment  
measure for gauging progress**

# ACCOUNTABILITY (CONT.D)



**LEA maintains title to all property purchased with Title I funds**



**Must maintain inventory of property at school**



**Must contact Title I Non-Public Office prior to disposal of any equipment for both Capitalized & Non-Capitalized Property**



**Must contact Title I Non-Public Office immediately when property is stolen or vandalized**

Do not give away any property to other organizations or remove property on your own from your school site without prior consent from the Title I Non-Public Office.



# PROGRAM EVALUATION



Based on student achievement, program delivery, instructional program, and services to teachers and parents



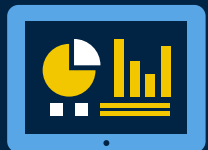
Roster of participants to be served and demographic data (race, gender, grade)



SAT 10; ITBS points



Academic Gains – 2.0 or more points growth



Outcome data will be used to evaluate the program and determine progress



Criteria used by private school must be developed in consultation





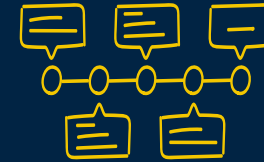
# PROGRAM EVALUATION (Cont'd.)



Surveys to Principals, Teachers, and Parents



Online data collection for all schools and students



Timeline (See Evaluation Plan)



Conducted by the Office of Program Evaluation



Goal – Increase number of students scoring above the 51<sup>st</sup> Percentile by two percentage points

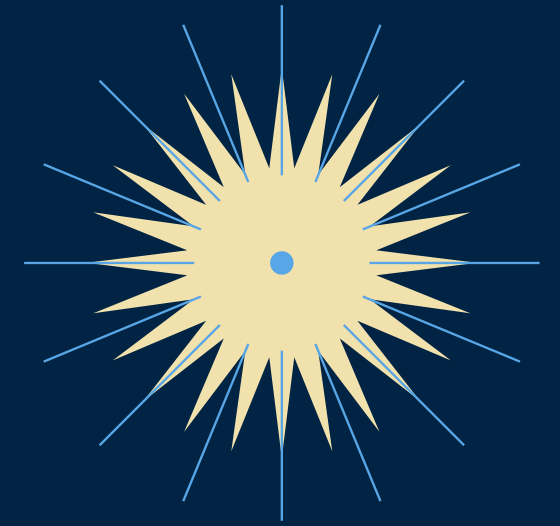


Recommendations will be factored into the following year's program



Pre and Post Test Assessments via i-Ready platform administered by providers before and after intervention

# HERE'S WHAT WE NEED FROM YOU...



**Complete Application Packet**

**Submit Completed  
Application Packet to  
[mdcpsNPSprogram@dadeschools.net](mailto:mdcpsNPSprogram@dadeschools.net)**

**Contact your  
Curriculum Support Specialist  
for access to online portal**



# MARK YOUR CALENDAR!



**Application deadline**

**Monday, March 10, 2025**



**Online Portal deadline**

**(submission of student addresses)**

**Friday, April 4, 2025**



**Meaningful Consultation Meeting**

**Thursday, July 24, 2025 (tentative)**



# QUESTIONS

# Division of Student & Family Support Programs

## Non-Public Team



Ms. Ana M. Gutierrez  
Assistant Superintendent  
Division of Student & Family Support  
Programs/Title I  
[amgutierrez@dadeschools.net](mailto:amgutierrez@dadeschools.net)

Ms. Bernadette M. Montgomery  
Administrative Director, Division of Student & Family Support  
Programs/Title I  
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Ms. Ana M. Rodriguez  
ERP Management Officer, Fiscal Operations and Management  
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Ms. Erica Garcia  
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Division of Student & Family Support Programs/Title I  
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Ms. Yodislen S. Martinez  
Director Community Outreach, Non-Public Programs  
Division of Student & Family Support Programs/Title I  
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Ms. Judith Bonce  
Curriculum Support Specialist  
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(305) 258-4115 ext. 2019



Ms. Claudia Camara  
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(305) 258-4115 ext. 2032



Ms. Melissa Alfonso  
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Ms. M. Kathy Montizaan  
Fiscal Specialist  
[mmontizaan@dadeschools.net](mailto:mmontizaan@dadeschools.net)  
(305) 258-4115 ext. 2030



Ms. Vanessa Davalos  
Community Liaison Specialist  
[vdavalos01@dadeschools.net](mailto:vdavalos01@dadeschools.net)  
(305) 258-4115 ext. 2031



Ms. Rebecca M. Abrahante  
Fiscal Specialist  
(temporarily unavailable)



# Title II, Part A:

# Supporting Effective Instruction



**Office of Professional Learning & Career Development  
(PLCD)**



**OFFICE OF HUMAN CAPITAL MANAGEMENT**  
**Miami-Dade County Public Schools**

Education Focused | People Driven



# Title II, Part A

## Purpose

1. Improve student achievement through strategies such as improving teacher and principal quality, and increasing the number of highly qualified administrators and teachers in schools
2. Hold Local Educational Agencies, (M-DCPS) and schools accountable for improvement in student academic achievement







M-DCPS is required to:

- Engage in timely and meaningful consultation with private school officials
- Provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided to public school students and teachers

# Equitable Service Requirements



# Equitable Service Requirements

M-DCPS is required to:

- Provide and process each year the Title II, Part A Teacher and Principal Training and Recruiting Application to those independent schools interested in receiving services
- Assess and address the needs of private school students and teachers
- Provide benefits and services that meet the needs of private school students and teachers
- Spend an equal amount of funds per student to provide professional development services to public and private school teachers and administrators



# Title II, Part A

- Title II, Part A services are for improving knowledge in **core academic subjects** and effective and reflective instructional teaching practices
- Training of sufficient duration and intensity to ensure lasting impact on teaching performance and student achievement
- Focus areas:
  - Effectively integrating technology
  - Teaching students with different needs, disabilities, and limited English proficiency
  - Methods of improving student behavior, identifying early interventions, and involving parents
  - Leadership development and management
  - Use of data and assessments to improve instruction and student outcomes



# Title II Equitable Services

Authorized Use of Funds Include:

- Improving evaluation and support system for teachers and school leaders
- Implementing initiatives to assist in recruiting and hiring effective teachers
- Developing programs that increase the ability of teachers and school leaders to effectively teach children in the early grades, students with disabilities, English learners, and to identify gifted and talented students
- Technical assistance with implementing formative assessments, designing classroom-based assessments, etc.
- Training for school personnel in techniques to support students affected by trauma, and children with, or at risk of, mental illness, and how to prevent and recognize child abuse
- Supporting instructional services provided by effective school library programs
- Providing professional development to support STEM programs, career and technical education, work-based learning, etc.
- Developing feedback mechanisms to improve school working conditions







- Professional development services must be non-secular, neutral and non-ideological, and supplemental in nature
- A satisfaction survey on quality of services provided will be sent to all non-public schools

## Distribution of Title II, Part A Services

# Meaningful Consultation

- *FACTS Education Solutions* was selected to be the third-party professional development provider for the non-public school consortium
- *FACTS* is experienced in offering quality professional development that serves the unique needs of non-public schools
- *FACTS Education Solutions*
  - Marcey Ayers, Regional Vice President, at 305-804-2778, or [marcey.ayers@FACTSmgt.com](mailto:marcey.ayers@FACTSmgt.com)
  - Tiffany Wilbur, Professional Development Manager, Federal Programs, at (480) 240-8449, or [twilbur@FACTSmgt.com](mailto:twilbur@FACTSmgt.com)





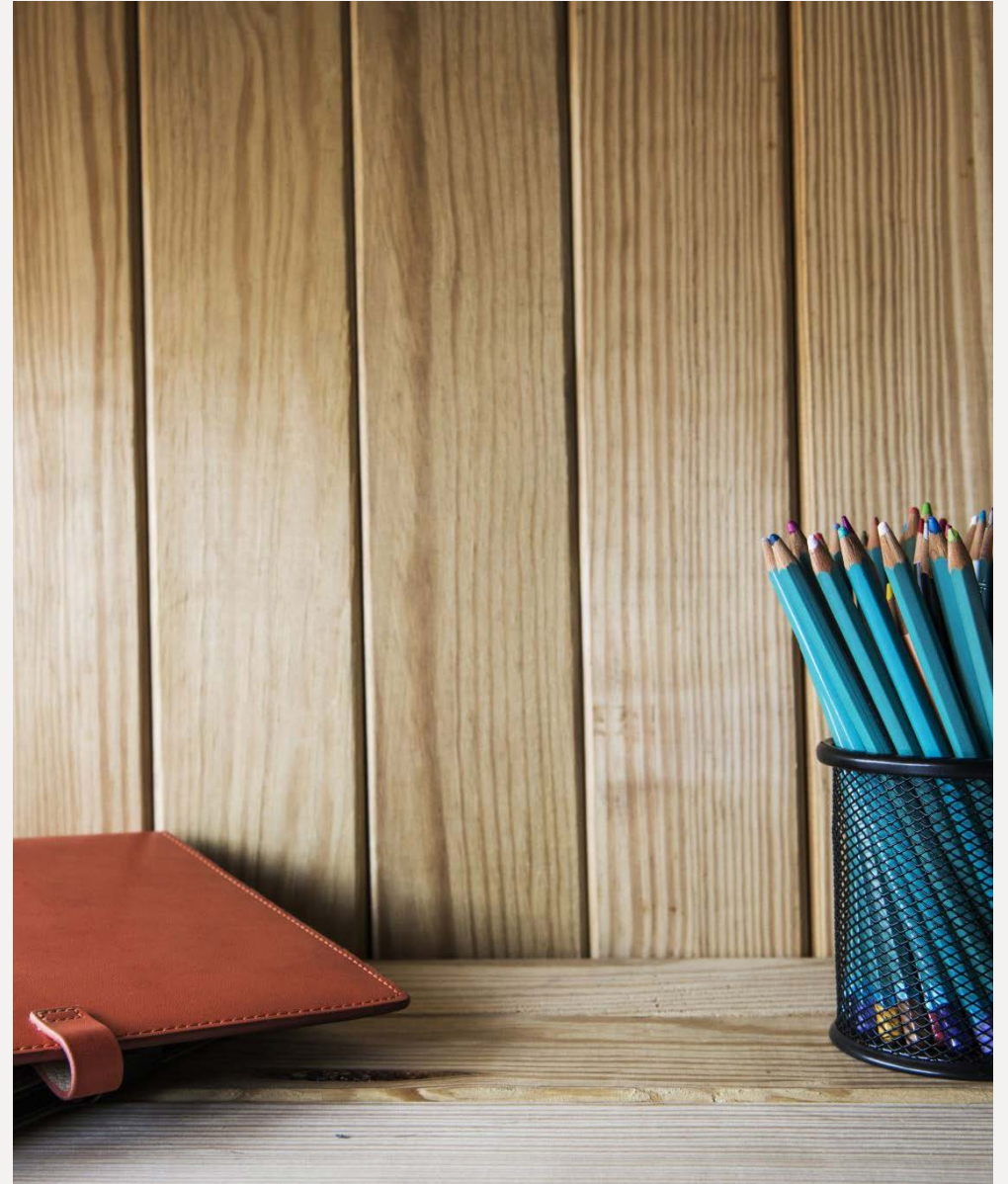
- Archdiocesan Schools
- Center for the Advancement of Jewish Education - Miami (CAJE)
- Other non-public schools

# Non-public School Consortium



# Requirements of Consortium and PD Provider

- Conduct a Needs Assessment
- Make decisions on how and where services will be provided
- Determine how the services will be assessed and ensure that the results meet Title II, Part A requirements
- Reflect on the learning, evaluate the application and impact of professional learning on teacher practice and student learning
- Report on types of professional learning activities, number of sessions conducted, and number of participants



# Instructions for Submitting Reimbursement Documentation

Allowable professional development services will be reimbursed in a timely manner according to the following guidelines:

- Complete and submit the following:
  - Title II, Part A School-site Professional Development Plans
    - ✓ Professional development services must be delivered by approved provider
    - ✓ Reimbursement will not be made for unapproved or prior-dated activities
- Required documentation for quarterly reimbursement will be submitted to M-DCPS through FACTS Educational Solutions for professional learning activities serving all entities/schools.
- Expenditures must comply with all applicable state rules and federal regulations and may not exceed annual school allocation amount.





# Required Documentation Submitted to M-DCPS by FACTS Educational Solutions

**FACTS Educational Solutions** submits reimbursement packets quarterly for professional learning activities serving all entities/schools.

Submissions include the following attachments:

- Title II Private School Reimbursement Checklist
- Invoices for payment
- Cost breakdown
- Payment confirmation/receipts
- Original receipts
- Course agendas\* (If applicable)
- Attendance rosters/logs\* (If applicable)
- Course evaluations\* (Evaluation should include how activity will be used to positively impact instructional practice and increase student achievement.)

***\*Schools should keep documentation for site-specific professional development funded through Title II, Part A in the event of an audit from the state Title II, Part A office.***



# Taking the First Step for Participation

If interested in receiving Title II services, schools must complete and submit every year the Title II, Part A Teacher and Principal Training and Recruiting Application. Applications can be requested by contacting:

Ms. Maria Cervantes

[mcervantes@dadeschools.net](mailto:mcervantes@dadeschools.net)

OR

Dr. Milagros Gonzalez

[mgonzalez5@dadeschools.net](mailto:mgonzalez5@dadeschools.net)



Q&A





# In Closing ...

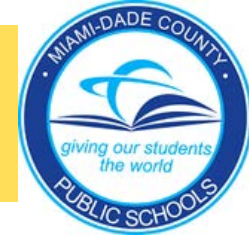
Staff in the Office of Professional Learning & Career Development are always willing to answer questions and/or provide guidance as needed.

Please feel free to contact

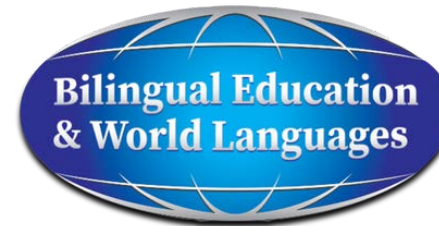
Dr. Milagros Gonzalez

305.995.7616

[mgonzalez5@dadeschools.net](mailto:mgonzalez5@dadeschools.net)



**DEPARTMENT OF BILINGUAL  
EDUCATION  
and World Languages**



**Title III, Part A**

**Meaningful Consultation Meeting**

**February 26, 2025**

## TWO TYPES OF TITLE III PROGRAMS:

### English Language Acquisition (ELA) Grant

- LEA is eligible to receive ELA funds according to number of ELLs reported on Survey 2 (October)

### Enhanced Instructional Opportunities for Recently Arrived Immigrant Children and Youth (IY) Grant

- LEA is NOT eligible to receive IY each year; it will only receive it if there is a significant increase in Immigrant students as reported in Survey 2 (October).



- Applications for 2025-2026 Title III considerations will be processed for Non-Public Schools meeting the application/questionnaire submission deadline of **March 10, 2025**.
- **To be considered**, all schools, including schools currently receiving TIII services, must submit the questionnaire by **March 10, 2025**.



# Title III-ELA

## Enhanced Supplementary Services for Non-Public Schools

- Professional Development for teachers of ELL students on supplemental materials, best practices and ESOL strategies
  - Bilingual Parent Outreach Program (BPOP) in Spanish and/or Haitian Creole
  - Staff development for school's Title III Liaison on Compliance/Record keeping
  - Supplementary instructional materials to support English language acquisition
  - Consultation on creating a Plan of Action for 2025-2026.
-



# REQUIRED!



**MUST  
HAVE**

## WHAT SCHOOLS SHOULD ALREADY HAVE IN PLACE:

- A Home Language Survey (HLS) to screen all students at initial entry which includes Date of Entry into a U.S. School (DEUSS date). Please note that immigration and legal status questions **may not** be asked.
  - If your application was approved to receive services for 2024-2025, **you must re-apply for the 2025-2026 services.**
  - If you will be applying for Title III services, an ESOL program must already be offered , HLS screening, and initial assessment. Please contact us for individual consultation.
-

# NON-PUBLIC SCHOOLS:

## MUST HAVE

- Must use a state-approved instrument to assess the English language proficiency (ELP) of ALL students at the school and upon initial registration of new students – M-DCPS uses CELLA Online, but the WIDA screener may also be used.
  - **In private schools:**
  - Parents may Opt-Out of testing their child after completing the HLS **BUT these students will not be eligible** to receive Title III services and parents must understand. Please discuss with them.
  - The Parent Annual Notification Letter is not required, but **highly recommended** in order to keep parents informed.
  - However, schools **MUST** use a state-approved instrument to assess students upon initial entry **and in the Spring annually**.
  - Keep ESOL program compliance records including the student progress in listening, speaking, reading and writing until they meet exit criteria.
-

# SAMPLE OF HLS



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**HOME LANGUAGE SURVEY**  
To Be Completed By Parent or Guardian

Student I.D. No. \_\_\_\_\_

Student Name \_\_\_\_\_  
Last First Middle

Date of Birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Grade \_\_\_\_\_ Parent Language \_\_\_\_\_ Student Language \_\_\_\_\_  
Month Day Year

Date Entered U.S. School : \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

1. Is a language other than English used in the home?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Did the student have a first language other than English?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Does the student most frequently speak a language other than English?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

School \_\_\_\_\_ Date \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_

**ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE**  
**ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR**  
Debe ser completado por el/la padre/madre o tutor/a

No. De I.D. \_\_\_\_\_

Nombre del Estudiante \_\_\_\_\_  
Apellido Nombre Inicial

Fecha de Nacimiento \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Grado \_\_\_\_\_ Lengua Paterna \_\_\_\_\_ Idioma del Estudiante \_\_\_\_\_  
Mes Dia Año

Fecha de Entrada a la Escuela de los Estados Unidos: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Mes Dia Año

Si responde "Si" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del Inglés.

1. ¿Usan en su casa algún otro idioma que no sea el Inglés?	Si <input type="checkbox"/>	No <input type="checkbox"/>
2. ¿Tuvo el estudiante una lengua materna distinta al Inglés?	Si <input type="checkbox"/>	No <input type="checkbox"/>
3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés?	Si <input type="checkbox"/>	No <input type="checkbox"/>

Escuela \_\_\_\_\_ Fecha \_\_\_\_\_ Firma del Padre/Madre \_\_\_\_\_

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**SONDAJ SOU KI LANG TIMOUN NAN PALE**  
Pou paran oubyen moun ki responsab timoun nan ranpli

No. I.D. Elèv La \_\_\_\_\_

Non Elèv la \_\_\_\_\_  
Non fanmi Non

Dat Fèt li \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Klas \_\_\_\_\_ Lang paran Yo \_\_\_\_\_ Lang Elèv La \_\_\_\_\_  
Mwa Jou Ane

Dat ou Antre U.S. Lekòl: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Mwa Jou Ane

Si repons lan se "Wi" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>
2. Eske elèv la te genyen yon premye lang anvan Anglè?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>
3. Eske elèv la abitye pale yon lang ki pa Anglè?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>

Lekòl \_\_\_\_\_ Dat \_\_\_\_\_ Siyati Paran \_\_\_\_\_

CC: FILE IN CUMULATIVE FOLDER  
TO STAFF FOR TESTING

FM-5196ESH Rev. (09-13)

# Title III Services are ABOVE and BEYOND



## Non-Public Schools:

- Must show evidence that they are currently providing services to their English Language Learner students (ELLs) and that Title III services requested are **above and beyond**.
  - **SUPPLEMENT, NOT SUPPLANT** services currently being provided and/or required as part of their core instruction or school responsibility.

### *Reminder....*

- ELLs are eligible to receive ALL the services that Non-ELLs receive, including all Title I services.
  - **ABOVE and BEYOND** those services, then Title III funded services can be provided.
-



# Criteria for Eligibility:

- **Title III ELA Grant**: After initial language assessment, student classified **ESOL level 1-4**.
  - **Title III IY Grant**: Grant is awarded to specific Districts yearly as decided by FDOE. M-DCPS **does not automatically receive IY funding**. Federal definition of Immigrant Children and Youth students are those students:
    - **In grades K-12** (in Florida, Pre-K is not eligible for Title III).
    - **Foreign-born**, not born in any U.S. State, the District of Columbia or Puerto Rico.
    - Have **not** attended a school in the U.S. for **more than three academic cumulative years based on Date Entered U.S. School** (DEUSS date).
-

# TITLE III CONTACT

---



## Department of Bilingual Education and World Languages



- Ms. Cecilia Monteagudo,  
Executive Director,  
Title III Administrator  
[ccmarquez@dadeschools.net](mailto:ccmarquez@dadeschools.net)
- Mr. Oscar Fragas,  
Title III Grant Support  
[ofragas@dadeschools.net](mailto:ofragas@dadeschools.net)





**TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (SSAE)**

# Program Objectives

- Authorized under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act (ESEA), the Student Support and Academic Enrichment (SSAE) program is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:
  1. **Provide students with access to a well-rounded education**
  2. **Improve safe and healthy school conditions for student learning**
  3. **Improve the use of technology in order to improve the academic achievement and digital literacy of all students**





# Categories

## Well-Rounded Educational Opportunities

- Foreign language, arts, and music education
- College and career counseling
- Science, technology, engineering and mathematics (STEM)
- Accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual/concurrent enrollment programs & early college high schools
- American history, civics, economics, geography, government education, and environmental education

## Safe and Healthy Schools

- Community and parent involvement
- School-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline
- Promoting supportive school discipline
- Dropout prevention
- Re-entry programs and transition services for justice-involved youth
- Programs that support a healthy, active lifestyle (e.g. nutritional and physical education)
- Systems and practices to prevent bullying and harassment
- Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships

## Effective Use Of Technology

- Supporting high-quality PD to personalize learning and improve academic achievement
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
- Building technological capacity and infrastructure
- Innovative blended learning projects



# Unallowable Expenses

- **Decorations**

- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)

- **Meals, refreshments or snacks**

- End-of-year celebrations, parties or socials

- **Game systems and game cartridges** (e.g., Wii, Nintendo, PlayStation)

- **Out-of-state travel without FDOE pre-approval**

- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards

- **Clothing or uniforms**

- **Furniture**

- Personal digital assistants (PDAs), cell phones, smartphones, and similar devices

- Service costs to support PDAs, cell phones, smartphones, and similar devices (e.g., wireless services, data plans)

- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)

- Land acquisition

- **Kitchen appliances** (e.g., refrigerators, microwaves, stoves, tabletop burners)

- **Capital improvements and permanent renovations** (e.g., playgrounds, buildings, fences, wiring)

- Dues to organizations, federations or societies for personal benefit

- Costs for items/services already covered by indirect costs allocation

- Tuition



# Process Overview

- 1) Find your school's allocation on the allocation list.
- 2) Decide what your school would like to request and which category (**well-rounded educational opportunities, safe and healthy schools, effective use of technology**) each item belongs to.
- 3) Complete a request form and submit your completed form by the initial request deadline via [JotForm](#).
- 4) Wait for feedback from M-DCPS. Once feedback is received, revise your request accordingly, and re-submit **WITH** electronic (PDF file) quotes by the final request deadline via [JotForm](#).
- 5) M-DCPS will notify schools when requests are approved, and the ordering process will begin. We will also notify you if your quotes need revision.
- 6) Once your orders are created and **Purchase Order (PO)** numbers become available, our office will provide your school's PO numbers. It is each school's responsibility to track their orders and stay updated with the vendor on shipping and delivery information.





# Steps for Title IV Participation for 2025-2026

1. Complete and sign the required participation forms Entitlement Programs Checklist
  - Non-Public School Intent to Participate in Selected Federal Programs
  - Assurance of Compliance with the Title VI Civil Rights Act of 1964
  - Student Attendance/Enrollment Form
1. Save the Participation Forms and Proof of Non-Profit status in PDF format as follows:
  - Example: 2025-2026 Non-Public Title IV Application – St. Mary School
  - Example: 2025-2026 Non-Profit Status – St. Mary School
2. Submit all required forms via email to the Program Manager [ApplyT4@dadeschools.net](mailto:ApplyT4@dadeschools.net) and copy the Office of Grants Administration [MDCPSnonpublic@gmail.com](mailto:MDCPSnonpublic@gmail.com) no later than March 10, 2025. Please include the school's name in the subject line of the email.

Failure to complete and return the Non-Public School Intent to Participate Forms and other required documents by the required due date of March 10, 2025 indicates that your school chooses to decline services for the 2025-2026 school year.



# Title IV Contacts & Information

**Virna M. Kaufman – Executive Director**  
**Mareling Rios – Grant Supervisor**  
**Karina Quezada – Grant Specialist**  
**Monique Cooper – Grant Specialist**  
**Camila Crespo – Grant Specialist**  
**Alejandra Romero – Grant Specialist**

When emailing us, you **must** include your school's name in the subject line.

For General Questions: [TitleIVRequest@dadeschools.net](mailto:TitleIVRequest@dadeschools.net)  
To Apply: [ApplyT4@dadeschools.net](mailto:ApplyT4@dadeschools.net)

Website: [t4a.dadeschools.net](http://t4a.dadeschools.net)  
(works only with Google Chrome, Safari, Mozilla Firefox and Microsoft Edge.)



# Miami Dade County Public Schools (M-DCPS) IDEA Private Schools Obligations



February 26, 2025





# **IDEA Private School Obligations**



# IDEA

## A PRIVATE SCHOOLS OBLIGATIONS

**The Individuals with Disabilities Education Act (IDEA) has provisions related to children with disabilities enrolled by their parents in private schools.**

**Opportunity for Parentally Placed Private School Students to participate in programs carried out under Part B of IDEA through proportionate share of funds.**

# For Profit **VS.** Non-Profit Entitlements

## For Profit Private Schools


- ✓ District provides Child Find services
- ✓ Florida Empowerment Scholarship
- ✓ For Profit Private School Students are not eligible for supports and services through the proportionate share requirement

## Non-Profit Private Schools

- ✓ District provides Child Find services
- ✓ Florida Empowerment Scholarship
- ✓ Supports and services provided to eligible students through the proportionate share requirement based on results of meaningful consultation



# Meaningful Consultation

- Meaningful Consultation is conducted with representatives of **non-profit** private schools and parents in a timely and meaningful manner regarding the services that will be provided to ensure equitable participation.
  - Throughout the school year IDEA Private Schools Team collaborates, consults, and works directly with private schools, parents, and students to keep them updated on student eligibility, and services.
- 

# Meaningful Consultation is Ongoing Collaboration

Yearly Consultation Meetings with Private Schools

Consultation with parents and schools regularly throughout the school year

Individual or group meetings

Telephone and face-to-face conferences

Program website, emails, surveys

## What is Discussed?

- Child Find
- Eligibility
- Reevaluations
- Services to consider
- Services provided
- Proportionate Share
- How to expend funds
- All Questions and Concerns

# Eligibility Requirements

To be eligible for services under the IDEA obligations:

- Schools must be non-profit
- Schools must sign an Affirmation
- Schools must communicate and provide student data/information
- **Students must meet state eligibility criteria for one of the 13 disability categories outlined in IDEA**
- A reevaluation meeting must be held every 3-years with M-DCPS for continued services through the program



# Yearly Process

- The IDEA Private Schools Obligations team contacts Non-Profit Private Schools to attend our Meaningful Consultation which occurs in Feb/March of each year.
- We consult with the administrator/designee of the non-profit private schools to obtain a list of current students that are eligible or may be eligible for services.
- Private School Master Eligibility list is e-mailed at least twice a year to the private schools and is updated on a continuous basis.
- Parents are notified regarding the 3-year reevaluation meetings for continuation of services.

# Initial & Reevaluation Process

# CHILD FIND PROCESS- Initial Referrals



- The School District in which the private school is located has a child find responsibility. They must locate, identify, and evaluate all students regardless of where the student resides.
- The Technical Assistance Paper (TAP) for Parentally-Placed Private School Students with Disabilities (July 2024) allows parents to request an evaluation if the student resides in Dade County and if the private school is in another county; the evaluation/child find would be conducted to offer FAPE (Free and Appropriate Public Education).
- If seeking equitable services, the evaluation is completed by the District where the non-profit private school is located.
- This process is handled through the online referral system.

# Initial Referral

**Student Support Team (SST) Meetings** are held with Private School staff, parents, and other pertinent members.

- The team reviews data, available empirically evidence, supports and interventions being offered and any progress monitoring data to determine their effectiveness.
- When an evaluation is recommended, signed parent consent is obtained.
- Evaluations conducted are used to determine student's eligibility for special education services as outlined by state and district criteria.
- Private evaluations that include a diagnosis does not automatically qualify for special education services. This report is used as data in the referral decision process.

# After the Evaluation

- After the evaluation is completed, a meeting will be held to review the results of the evaluation, and the team determines:
  - Whether the student has a disability;
  - The present levels of academic achievement and related development needs of the student; and
  - Whether the student is eligible for special education and related services

# DATA Reviewed at Meetings

Grades, work samples, attendance records, and discipline records

Any standardized test scores

Teacher Observations documented

Any private medical, psychoeducational evaluations, speech/language evaluations

Any individualized interventions with progress monitoring data collected

Any Private School Learning Plan



# Reevaluations

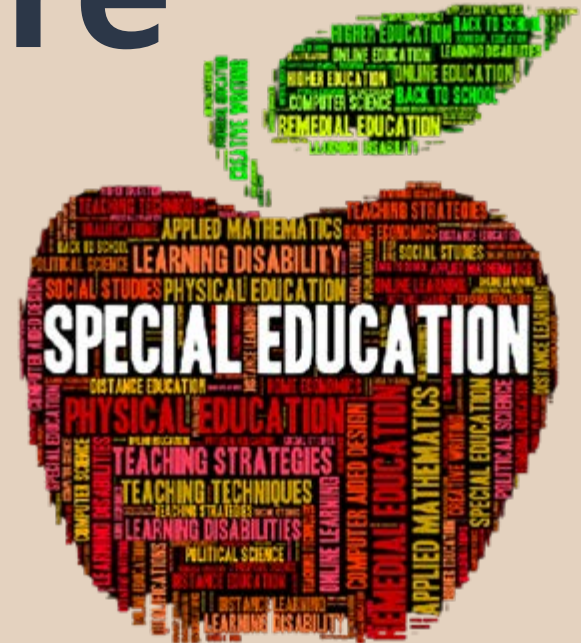
Reevaluation meetings for students with disabilities are conducted every 3 years.

- The following data will be reviewed:
  - Evaluations, current classroom supports, local/state assessments, teacher observations/feedback and parent input
  - A determination is made whether the student needs a formal reevaluation
  - If a formal reevaluation is needed, the student is evaluated by a Psychologist

# After the Reevaluation

- After a formal reevaluation is completed, a follow-up meeting will be held to review the results of the evaluation, and the team determines:
  - Whether the student continues to have a disability;
  - The present levels of academic achievement and related development needs of the student; and
  - Whether the student continues to need special education and related services
- ❖ **Reevaluations are NOT conducted for students with 504 Accommodation Plans or Gifted.**

# IDEA GRANT Proportionate Share



# IDEA GRANT Proportionate Share

The proportionate share is calculated using the proportion of eligible parentally-placed private school students compared to the total population of eligible students in the school district, multiplied by the district's IDEA, Part B funds for the school year. The allocation amount is based on the students with disabilities (SWD) count from the October Survey of the previous school year.

IDEA/ Private Schools Obligation- Federal Funds

# IDEA GRANT PROPORTIONATE SHARE

Calculated  
Proportionate  
Share



Eligible  
Private  
School  
Students



Eligible Amount Per  
Student for Services

FOR THE 2024-2025 SCHOOL YEAR, THE AMOUNT PER ELIGIBLE PRIVATE SCHOOL STUDENT IS \$1,976.56

# Who are the eligible students that get counted for the funding calculation?

Students who have been identified by M-DCPS as a child with a disability and have a current evaluation.

Students who have a current evaluation during the **October – December** survey period (for the prior year) are included for the purpose of generating funding for the current school year.

Students are eligible for services once they have a current evaluation in place. Even if it is after the October count.

## Direct and Indirect Service Decisions for 2025-2026

- After Meaningful Consultation in Feb/March each school year, Private Schools will complete a Needs Assessment Survey
- The Data collected is analyzed to determine the best options based on student needs
- Schools will be given options for expenditure of funds



# 2024-2025 Options

## OPTION 1

100% of Services

## OPTION 2

100% of Educational  
Materials/Technology

## OPTION3

50% Services  
50% Educational  
Materials/Technology

# Services - Direct (DS) & Indirect Support (IS)

- Academic Support (DS) M-DCSP Teachers
  - Consultation
  - Support Facilitation
  - Direct Support
- PreK Intervention\* (DS)
- Tutoring \*(DS)
- Counseling\* (DS)
- Parent/Family Support (IS)
- Professional Development for Teachers \* (IS)
- Materials (IS)
- Technology (IS)
- Assistive Technology (IS)
- Software (IS)
- **\* Contracted**

OPTION 1	OPTION 2	OPTION3
100% of Services	100% of Educational Materials/Technology	50% Services 50% Educational Materials/Technology

## Direct Support Referral Process

- Support services will differ for each child depending on the student's needs.
- Academic Support and/or counseling **may** be provided through one of the models reviewed.
- To be eligible for any service under the IDEA, students **must** maintain a current eligibility status with M-DCPS along with state eligibility criteria for one of the 13 disability categories outlined in IDEA.
- Services will be provided by a M-DCPS Certified ESE teacher or a Contracted Credentialed provider.

**A Referral form must be completed for each student referred for services. Requested documents must be included for review.**

2024 - 2025

## I.D.E.A. Private School Obligations Instructional Support Referral

[Click on the link for information on the direct services that are currently available](#)

### Section 1

#### Student & School Information

1. Last Name: \*

Enter your answer

2. First Name: \*

Enter your answer

3. Student ID#: \*

Enter your answer

4. Date of Birth: \*

Please input date (M/d/yyyy)

5. Exceptionality: \*

Enter your answer

6. School: \*

Enter your answer

7. Grade: \*

Enter your answer

8. Last Evaluation Date: \*

Please input date (M/d/yyyy)

9. Referral Date: \*

Please input date (M/d/yyyy)

10. Referring Teacher: \*

Enter your answer

11. Phone Number: \*

Enter your answer

12. Email Address: \*

Enter your answer

## Section 1 Referral Form: Student Demographics and School information

## Support Type

Please select the type of support you are requesting for the student.

13. Direct Support for:  
Please select all that apply \*

- Reading
- Math
- Counseling
- Pre-K Intervention
- N/A

14. Support Facilitation for:  
Please select all that apply \*

- Reading
- Math
- NA

15. Consultation Support for:  
Please select all that apply \*

- Reading
- Math
- N/A

16. What specific concerns do you have about this student's academic progress pertaining to Pre-K Intervention or Reading:  
(be as specific as possible): \*

Enter your answer

17. What specific concerns do you have about this student's academic progress pertaining to Math:  
(be as specific as possible): \*

Enter your answer

18. What specific concerns do you have about this student's academic progress pertaining to Counseling:  
(be as specific as possible): \*

Enter your answer

19. Have you consistently used any software program with this student for Reading?  
If Yes, please provide name of the program  
If No, write N/A \*

Enter your answer

20. Have you consistently used any software program with this student for Math?  
If Yes, please provide name of the program  
If No, write N/A \*

Enter your answer

21. Fill in the information for the most current assessment in Reading that demonstrates student is working below grade level:  
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

## Section 2: Support Type

Some questions require data/reports to support student needs

Enter your answer

22. Fill in the information for the most current assessment in Math that demonstrates student is working below grade level:  
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Enter your answer

23. Fill in the information for the most current assessment in any other category that demonstrates student is working below grade level:  
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Enter your answer

24. Any additional Notes:

Enter your answer

### Final Authorization

This process requires academic or other comprehensive data as stated in questions #19 - #23.

**Also include the child's latest report card with the documents.**

To facilitate the district in obtaining this information, save each report as follows:

School Name, Student Initials, ID #

(Gulliver Prep J.A. #1234567)

Once all files are named correctly, then scan and email all documents to [PrivateSchools@dadeschools.net](mailto:PrivateSchools@dadeschools.net) using subject line:

Student Referrals


**All documents must be received before a review of the referral request is conducted.**

25. Parent has been notified and agrees with referral: \*

Yes

- Section 3: Final Section

# Resources



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

**State Board of Education**

Ben Gibson, *Chair*  
Ryan Petty, *Vice Chair*  
*Members*  
Esther Byrd  
Grazie Pozo Christie  
Kelly Garcia  
MaryLynn Magar

Manny Diaz, Jr.  
Commissioner of Education

DPS: 2024-125  
Date: July 19, 2024

**Technical Assistance Paper**  
**Parentally-Placed Private School Students with Disabilities**

<https://www.fldoe.org/core/fileparse.php/7571/urlt/DPS-2024-125-Parentally-Placed-Private-School-Students-with-Disabilities.pdf>





## Department of Exceptional Student Education

### Parentally Placed Private School Students



<http://privateschoolsidea.dadeschools.net>

# IDEA Private Schools Obligations Contact Information

Yvonne Leon  
District Director  
Office of Exceptional Student Education  
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Shannon Gottardi  
District Director Budget & Data  
Office of Exceptional Student Education  
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AnSeing Partridge  
Instructional Supervisor  
Private School Obligations and Evaluations  
[a\\_partridge@dadeschools.net](mailto:a_partridge@dadeschools.net)

# IDEA Private Schools Obligations Contact Information

Jorge Mendez  
Chairperson Private School Obligations  
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Jennifer Horenstein  
Chairperson Psychological Services  
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Christina Kinnaird  
Private School Intake Coordinator  
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# Academic Instructional Support Teachers

Georgianne Armas: [georgianner@dadeschools.net](mailto:georgianner@dadeschools.net)

Annie Carrera: [anniecarrera@dadeschools.net](mailto:anniecarrera@dadeschools.net)

Lori Coronado: [lcoronado@dadeschools.net](mailto:lcoronado@dadeschools.net)

Marietta Faget: [mfaget@dadeschools.net](mailto:mfaget@dadeschools.net)

Lourdes Falcon: [lfalcon@dadeschools.net](mailto:lfalcon@dadeschools.net)

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Audrie Gonzalez-Amador: [audrie37@dadeschools.net](mailto:audrie37@dadeschools.net)

Ana Leiva: [304943@dadeschools.net](mailto:304943@dadeschools.net)

Amalia Marquez: [326576@dadeschools.net](mailto:326576@dadeschools.net)

Jennifer Perez: [jperez@dadeschools.net](mailto:jperez@dadeschools.net)

Sonya Williams: [207844@dadeschools.net](mailto:207844@dadeschools.net)

6521 SW 62<sup>nd</sup> Av.

Miami, FL 33143

Phone: 305-274-8889

thank  
you

# Pre-K Exceptional Student Education



Dr. Josée Gregoire, Executive Director

305-271-5701

<http://prekese.dadeschools.net>

# Pre-K ESE



- To participate, the private school must ...
- be a non-profit school
- have a prekindergarten program
- AND have kindergarten or higher grade(s)





# Pre-K ESE Supports and Services

- Serves children with disabilities ages 3-5 years old
- Professional Development
- Parent Education
- Assistive Technology
- Make and Take Workroom



# Pre-K ESE

Consultation with the child's private school early childhood teacher is available:

- Strategies
- Accommodations
- Specialized instruction
- Materials/equipment that support developmental areas (cognitive, personal-social, communication, motor, adaptive)

**FREE  
Consultation**



MIAMI-DADE COUNTY PUBLIC SCHOOLS  
PREKINDERGARTEN PROGRAM  
FOR CHILDREN WITH DISABILITIES  
*the right beginning...*



# Pre-K ESE Professional Development

- High/Scope Curriculum
- Positive Behavioral Support
- Social and Communication Skills
- Developmentally Appropriate Practices
- Assistive Technology
- LessonPix
- Conscious Discipline



# Models for Pre-K Exceptional Student Education



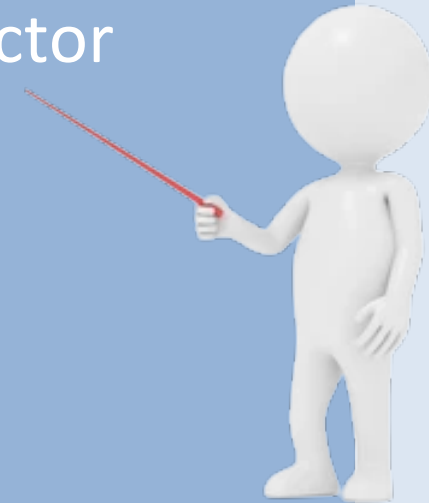
- Walk-in Speech/Language Therapy
- LEAP ½ day (Program for ASD)
- Reverse Mainstream ½ Day/Full Day
- Inclusion
- Consultation

# Pre-K ESE

Dr. Josée Gregoire, Executive Director

[JGregoire@dadeschools.net](mailto:JGregoire@dadeschools.net)

305-271-5701



MIAMI-DADE COUNTY PUBLIC SCHOOLS  
**PREKINDERGARTEN PROGRAM**  
FOR CHILDREN WITH DISABILITIES  
*the right beginning...*



Florida Diagnostic & Learning  
— RESOURCES SYSTEM —

WELCOME

FDLRS is funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act Part B and State General Revenue funds.

Section 1006.03, Florida Statutes (F.S.)  
Diagnostic and Learning Resource  
Centers







Florida Diagnostic & Learning  
— **RESOURCES SYSTEM** —

# VISION

The vision of the Florida Diagnostic and Learning Resources System (FDLRS) is that every child receiving exceptional student education services will be able to achieve their fullest potential from prekindergarten through postsecondary opportunities, resulting in college, career, and life readiness.



Florida Diagnostic & Learning  
— RESOURCES SYSTEM —

# MISSION

The mission of the Florida Diagnostic and Learning Resources System (FDLRS) is to support and enhance exceptional student education programs by providing evidence-based, high-quality professional learning opportunities, integrating assistive and instructional technology, promoting family engagement, and ensuring access to early intervention services.

# Florida Diagnostic and Learning Resources System-South (FDLRS-South)

*Serving: KIPP Charter, Mater Academy, Miami-Dade,  
and Monroe*



[www.fdlrssouth.org](http://www.fdlrssouth.org)

# FDLRS-South

## Main Office

FDLRS-South

JRE Lee Educational Center  
6521 SW 62<sup>nd</sup> Avenue  
South Miami, FL 33143  
Phone: 305-274-3501

## Satellite Center: North

Robert Renick Educational Center  
2201 NW 207<sup>th</sup> Street  
Miami Gardens, FL 33056

# FDLRS-South

## Satellite Center: Central

Thena C. Crowder Early Childhood Diagnostic and  
Special Education Center

757 NW 66<sup>th</sup> Street

Miami, FL 33150

## Satellite Center: South

Center for International Education

ESE Student Services Bldg. 005 - Room 003

900 NE 23 Ave.

Homestead, FL 33033

# Florida Diagnostic and Learning Resources System - South (FDLRS-South)

*Serving: KIPP Charter, Mater Academy, Miami-Dade, and Monroe*

The Florida Diagnostic & Learning Resources System (FDLRS) provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. Service centers include 18 centers that directly serve school districts in the areas of Child Find, Parent & Family Services, Human Resource Development (HRD), and Technology.

# Child Find

FDLRS Child Find, in coordination with the school districts, locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services.

- Child Find Public Awareness/Outreach
- Child Find Service Coordination
- Early Childhood Developmental Screenings, Coordination, and Resources
- Interagency Collaboration



# Parent & Family Services

- Provides information, training, and support to districts and families, in order to promote effective parent participation in the education of children with special needs.
- Assists in the development of family-friendly programs, training, and support for services for children with disabilities, and the support of partnerships between schools and parents to support student achievement.
- Assists in supporting parents with providing resolution to the Parent Help Desk inquiries and guidance to support the education of their child.

# Human Resources Development (HRD)

- Collaboratively plan and provide information, professional learning, and technical assistance /consultation and resources related to effective instructional strategies and models for the education of children and youth who are exceptional and/or have unique needs based on locally assessed needs and established priorities.
- HRD services include needs assessments and personnel development with multi-level professional learning activities at the awareness, comprehensive, integration, application, and follow-up levels.

# BEESS Portal to Professional Learning Alternatives (PLA) Independent Courses - [www.fl-pla.org](http://www.fl-pla.org)

- Behavior
- Graduation/Secondary Transition
- Language
- MTSS
- Prekindergarten
- Reading/Math
- Student Services
- Teaching Students with Disabilities

# BEESS Portal to PLA

## Online Learning - Independent Study

Section 1012.585, F.S. (Senate Bill 1108)

20 In-service Credits Every 5 years

(ESE course for new re-certification requirements)

- Effective Teaching Practices for Students with Disabilities
- Teaching Students with Disabilities
- Teaching Students with Disabilities in Physical Education
- Positive Behavior Interventions and Support and the Classroom

[www.fl-pla.org](http://www.fl-pla.org)



## PLA Facilitated Courses

### 60 Inservice Credits

- Assessment and Evaluation
- Components of Secondary Transition
  - Differentiating Reading Instruction
- Foundations of Exceptional Education
  - Instructional Practices
- PBS: Understanding Student Behavior



## PLA Facilitated Courses

### 40 Inservice Credits

- Exploring Structured Literacy

### 30 Inservice Credits

- Differentiating Mathematics Instruction
  - Differentiating Science Instruction



## PLA Facilitated Courses

### 20 Inservice Credits

- Engaging Learners through Informative Assessment
  - Introduction to Assistive Technology
  - Introduction to Differentiating Instruction
    - Technology for Varied Learners
- Technology to Support Reading Comprehension





# PLA Facilitated Courses

## 5 Inservice Credits

- Matrix of Services
- Surrogate Parent

# BEES Portal to PLA Gifted Endorsement

The five courses listed below are designed for individuals who have access to students and want to earn their endorsement in Gifted. Each course provides 60 inservice points.

- Nature and Needs of Students Who Are Gifted
- Theory and Development of Creativity
- Guidance and Counseling for the Gifted
- Special Populations of Gifted Students
- Curriculum Development for the Gifted

# BEES Portal to PLA Autism Spectrum Disorder (ASD) Endorsement

The three courses listed below are designed for individuals who have access to students and want to earn their endorsement in ASD. Each course provides 80 inservice points.

- Nature, Needs, Assessment and Diagnosis of Autism Spectrum Disorders with Field Experience
- Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorder with Field Experience
- Applied Behavioral Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

# Technology

Provides assistance and support in the appropriate use of a variety of technologies for teachers, professional staff, and parents. Support services are available in the areas of:

- Accessibility
- Accessible Educational Materials
- Accommodations
- Assistive Technology
- Instructional Technology
- Virtual Instruction
- Visual Supports

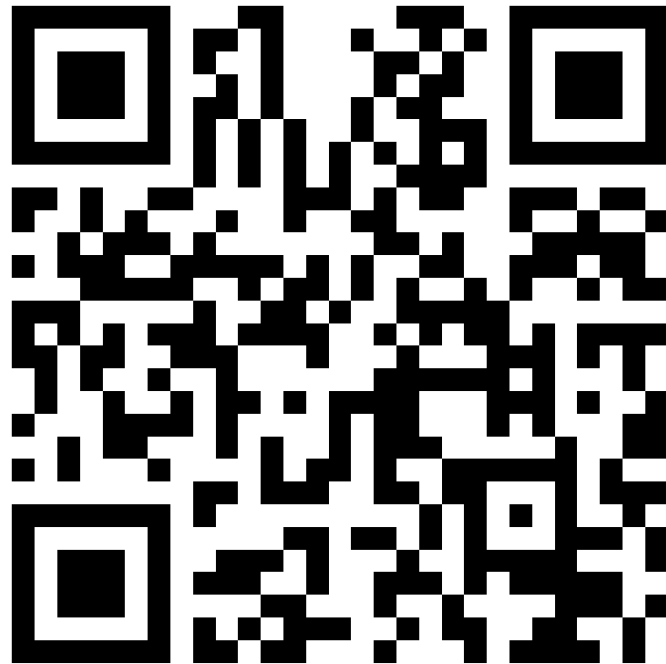
# FDLRS-South



Simply contact FDLRS-South for further information and begin taking advantage of the no-cost services available to you and the exceptional children you serve.

[www.fdlrssouth.org](http://www.fdlrssouth.org)

305-274-3501



<https://forms.office.com/r/avR4bRyF9P>

EVALUATION & FEEDBACK



Florida Diagnostic & Learning  
— RESOURCES SYSTEM —

[FDLRS.org](https://www.fdlrs.org)

FDLRS- South  
6521 S.W. 62 Ave.  
Miami, FL 33143  
(305) 274-3501

# ACCESSIBILITY

FDLRS is committed to providing resources that are accessible to everyone.

If you have difficulty accessing an FDLRS resource, please contact us. We are happy to provide it in a format that will meet your needs.





# Overview of SEDNET

The Multiagency Network for  
Students with Emotional/Behavioral  
Disabilities (SEDNET)  
Region 11 Project Manager  
Daryl Castro  
[Sednet@dadeschools.net](mailto:Sednet@dadeschools.net)

# SEDNET Mission

- SEDNET creates and facilitates a **network of key stakeholders** committed to assisting in the **provision of a quality system of care** for students **with or at-risk of emotional and/or behavioral disabilities**.
- <https://sednetfl.info/>
- [1006.04 Educational multiagency services for students with severe emotional disturbance](#)

# SEDNET

SEDNET is a regional network of the major child-serving agencies, community-based service providers, and students and their families, focused on developing interagency collaboration and sustaining partnerships:

- Education
- Mental Health
- Substance Abuse
- Juvenile Justice
- Child Welfare
- Families and Youth

# Florida Department of Education SEDNET Regions



To view contact information  
for your local SEDNET  
manager, please visit:

[SEDNET Regions \(sednetfl.info\)](http://sednetfl.info)



# Case Management

Case Management services are provided to families, and students with at-risk behaviors and/or with emotional/behavioral disabilities. The Case Manager assists in coordinating services with schools in the integration of educational services, referrals for school based mental health evaluations and access to records from psychiatric hospitals and community mental health facilities (up to age 17).

- ❖ Larkin Community Hospital
- ❖ Nicklaus Children's Hospital
- ❖ Citrus Health Network
- ❖ Jackson Memorial Hospital



# SEDNET Case Management Referrals

- ❖ When a student is admitted to a baker act receiving facility, schools should obtain a parental consent for release of information listing the corresponding baker act facility and send it to the SEDNET Case Manager (Mutual Exchange of Information FM 2128) .
- ❖ The Case Manager will request and obtain the medical records ensuring that all reports are sent to the appropriate school personnel. **Information is handled in a confidential manner.**
- ❖ A referral form is completed by SEDNET staff and forwarded along with pertinent information to the principal of the student's school.
- ❖ Schools should follow up by conducting an SST/RT meeting following student discharge.



Email Address

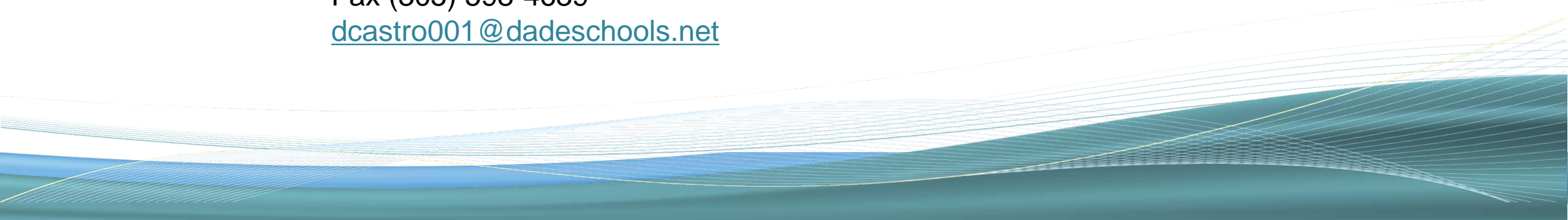
[SEDNET@dadeschools.net](mailto:SEDNET@dadeschools.net)



# Region 11 Contact Information

Alina Rodriguez, Executive Director  
Department of Exceptional Student Education  
Miami-Dade County Public Schools  
(305) 598-2436  
Fax (305) 598-4639  
[rodriguez003@dadeschools.net](mailto:rodriguez003@dadeschools.net)

Daryl Castro, Project Manager  
SEDNET  
(305) 598-2436  
Fax (305) 598-4639  
[dcastro001@dadeschools.net](mailto:dcastro001@dadeschools.net)





# SEDNET Project Contacts

**Charlene Grecsek, EdD, LMHC**

Executive Director/ Principal Investigator

[cgrecsek@usf.edu](mailto:cgrecsek@usf.edu)

**Caroline Gillis**

State Lead for Emotional/Behavioral Disabilities

IDEA State-Funded Project

[Caroline.Gillis@fldoe.org](mailto:Caroline.Gillis@fldoe.org)

**19 Regional SEDNET Projects**

Local project contact information

[www.sednetfl.info](http://www.sednetfl.info)

# Website Resources for Families

- Mental Health Services and Supports
  - [Student Support Services \(fldoe.org\)](http://fldoe.org)
- Research, Education and Training
  - [Florida Diagnostic and Learning Resources System \(FDLRS\)](#)
  - [Florida Positive Behavior Interventions and Supports \(FLPBIS\)](#)
  - [Florida Problem Solving and Response to Intervention \(PS/RtI\)](#)

# Questions

# Thank You!!

For all you do to support successful outcomes for children and youth with and at-risk of emotional/behavioral disabilities and their families!

# The Purpose of 21<sup>ST</sup> Century Community Learning Centers

1

- Provide or expand opportunities for academic enrichment, including tutorial services to help students, particularly those who attend low-performing schools, meet the challenging State academic standards.

2

- Offer a broad array of enrichment programs that are designed to reinforce and complement the regular academic programs; and

3

- Offer families of participants a means for active and meaningful engagement in the education of their children, including opportunities for literacy and related educational development.

# 21<sup>ST</sup> CCLC Program Services

to be offered during non-school hours

- Youth development activities
- Service learning
- Nutrition & health education
- Drug & violence prevention programs
- Counseling programs
- Arts, music, physical fitness & wellness programs
- Technology education programs
- Financial Literacy programs
- Environmental literacy programs
- STEM/STEAM programs
- Career & technical programs
- Internship or apprenticeship programs
- Exposure to in-demand job sectors or occupation for high school students



# 21<sup>ST</sup> CCLC Current M-DCPS Programs

## Earlington Heights Elementary

4750 NW 22<sup>nd</sup> Avenue, Miami, FL 33142 -  
<https://earlingtonheightselem.dadeschools.net/>

## Melrose Elementary

3050 NW 35<sup>th</sup> Street, Miami, FL 33142  
<https://melroseelementary.net/>

## Henry M. Flagler Elementary

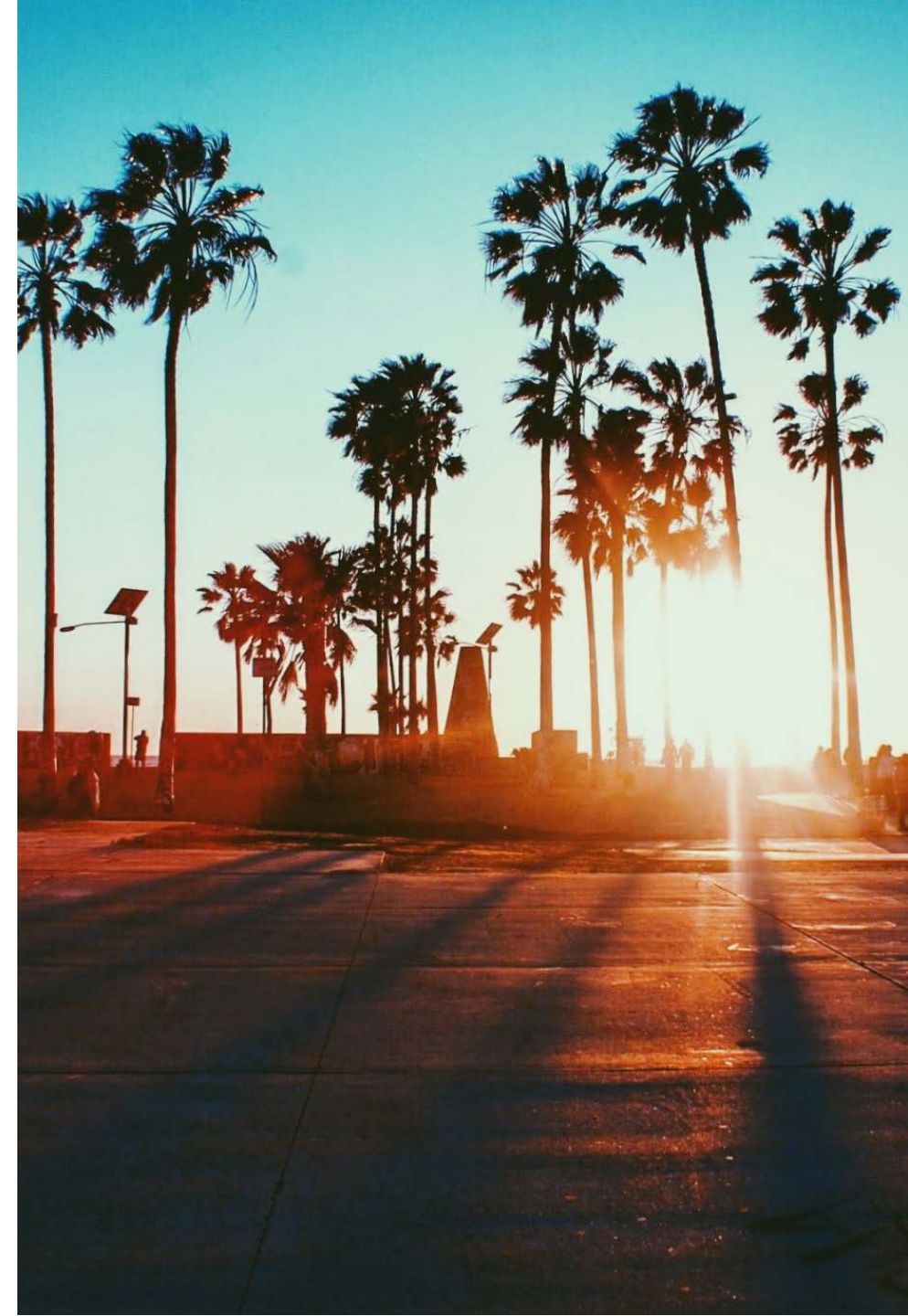
5222 NW 1st St, Miami, FL 33126  
<https://api.dadeschools.net/schoolwebsite/#!/?schoolId=1881>

## Goulds Elementary

23555 SW 112th Avenue, Homestead, FL 33032  
<https://gouldselementary.net/>

## Cutler Bay Middle

19400 Gulfstream Road, Cutler Bay, FL 33157  
<https://api.dadeschools.net/schoolwebsite/#!/?schoolId=6111>



# 21<sup>st</sup> CCLC Charter Schools Programs

## **Somerset Academy South Homestead SHS**

305 NE 2<sup>nd</sup> Rd, Homestead, FL 33030 - <https://www.somersetacademysh.com/>

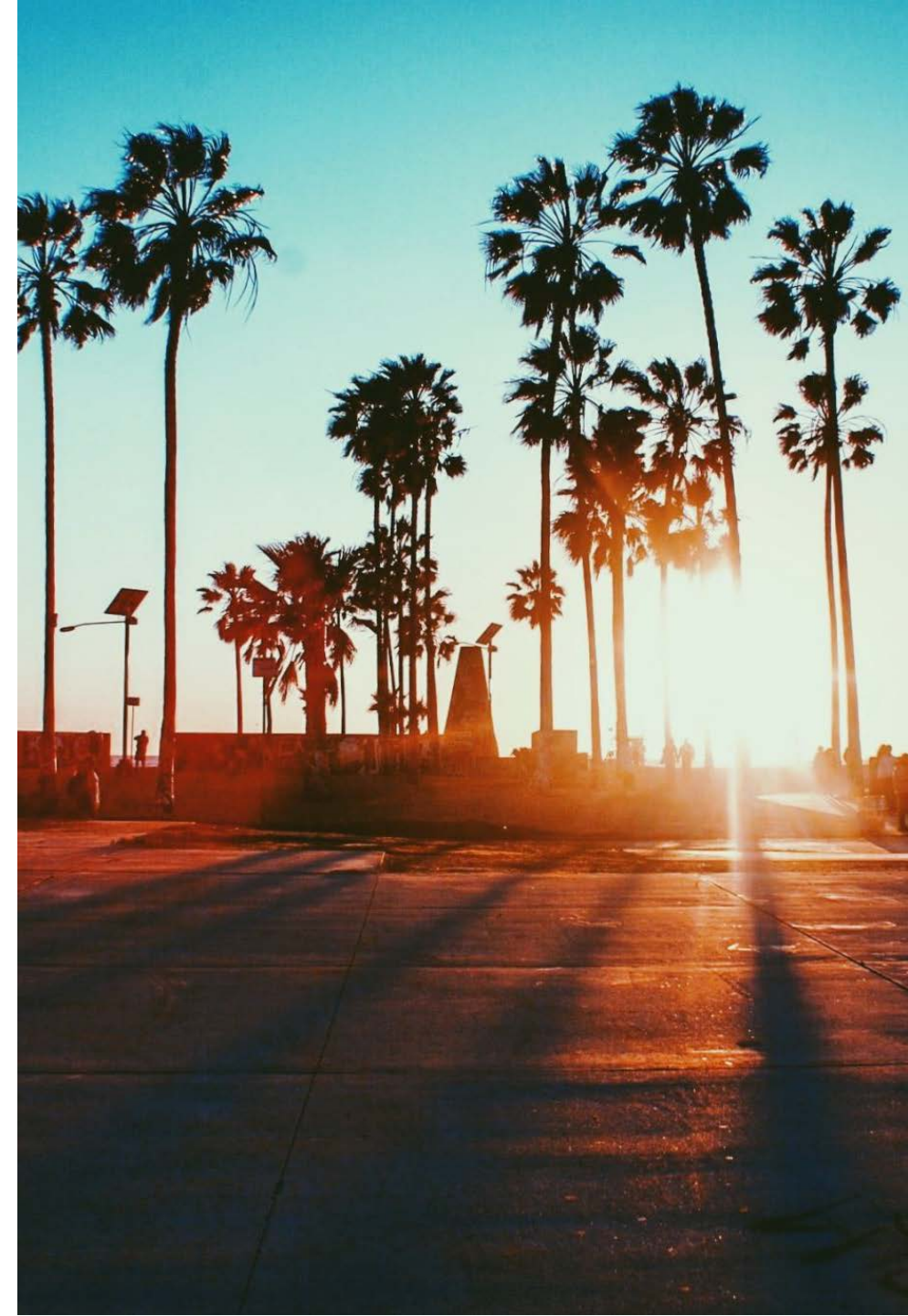
## **Miami Community Charter School**

101 S. Redland Rd, Florida City, FL 33034 - <https://mccsedu.org/>

## **Kendall Greens & Green Spring Charter High School**

8610 SW 107th Ave, Miami, FL 33173 - <https://kendallgreenshs.com/>

3555 NW 7th St, Miami, FL 33125 - <https://greenspringshs.com/>





Next funding cycle  
TBA

GENERAL INFORMATION ON  
THE 21ST CCLC PROGRAM  
CAN BE FOUND HERE:

[HTTP://FLDOE.ORG/SCHOOLS/FAMILY-  
COMMUNITY/ACTIVITIES-PROGRAMS/21ST-CENTURY-  
COMMUNITY-LEARNING-CENTER/PROGRAM-  
SUMMARIES.STML.](http://fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/program-summaries.stml)

The next opportunity to apply for  
funding should occur during  
**Spring 2026** for the 2026-27  
School Year.

To be notified of future  
competitions, you may ask to be  
added to the RFP distribution list  
by emailing  
[21stcclcrfp@fldoe.org.](mailto:21stcclcrfp@fldoe.org)

# M-DCPS CONTACT INFORMATION



**Faye Rodney**

District Supervisor

Miami-Dade County Public Schools



1450 NE 2nd Ave., Suite 760, Miami, FL 33132



305-995-4289



frodney@dadeschools.net



www.DadeGetsGrants.net



@DadeGetsGrants



# **STRONGER CONNECTIONS GRANT PROGRAM (SCG)**

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Florida Department of Education  
Bureau of Federal Education Programs

# Funding Purpose

The purpose of the Stronger Connections Grant (SCG) program is to establish and support safer and healthier learning environments in school communities through the implementation of programs to support safe and healthy students under section 4108 of the ESEA.

# Program Performance Period

The program performance period is from  
**January 1, 2024, to September 30, 2026.**

# Program Summary

Miami-Dade County Public Schools (M-DCPS) was awarded Stronger Connections Grant funds to support resiliency education with an emphasis on Proactive Discipline practices. The awarded project focuses on implementing programs and practices to reduce the use of exclusionary discipline and promote supportive school discipline, as well as providing training for Teachers of Students with Disabilities, with an emphasis for Teachers of Students with Autism Spectrum Disorders (ASD).

# Funded Expenses



## Primary Types of Safe and Healthy Programs or Activities

- **Implementing programs and practices to reduce the use of exclusionary discipline and/or promote supportive school discipline.**
  - Proactive Discipline
- **Providing high-quality training for school personnel to an aspect of providing safe and healthy learning conditions.**
  - Zone Expansion for Teachers of Students with Disabilities, with an emphasis for Teachers of Students with Autism Spectrum Disorders (ASD)

# Activity Requirement



## Primary Types of Safe and Healthy Programs or Activities

- **At least one** program must prioritize the provision of safe, healthy, and supportive learning environments for **only** ELLs and/or SWDs to improve their academic achievement and resiliency and/or reduce absenteeism.
- **All programs must prioritize** the provision of safe, healthy, and supportive learning environments for **ELLs and/or SWDs**.



# Equitable Services



## LEA Equitable Services Assurances

The LEA assures that it will provide equitable services to students and teachers in non-public schools as required under section 8501 of the ESEA.

- The LEA assures that timely and meaningful consultation will occur between LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel.
- The LEA assures that it will maintain control of funds for the services and assistance provided to a non-public school with SCG funds.
- The LEA assures that it will maintain title to materials, equipment, and property purchased with SCG funds.
- The LEA assures that it will provide services to a non-public school with SCG funds directly, or through contract with, another public or private entity.
- The LEA assures that equitable services provided with SCG funds are secular, neutral, and nonideological.

# Upcoming Trainings

Join Us for Professional Development Opportunities

## Spring Break Training (Virtual)



**March 25-28, 2025**

### **Proactive Discipline: Strategies for Positive Student Behavior**

**Learn effective approaches to prevent and manage student behavior, reduce disciplinary incidents, and create a supportive learning environment.**

## Stronger Together Summit (In-Person)



**June 10-11, 2025**

**📍 Miami Dade College – North Campus, Justice Building**

**A district-wide event featuring leadership training, expert panels, and professional development for school administrators and behavior leads.**

# Stronger Connections Grant Program

## CONTACT INFORMATION

**Dr. Sheneka McKenzie-Lawrence**

Executive Director

School Leadership and Performance

Division of Educational Opportunity and Access

[s.lawrence@dadeschools.net](mailto:s.lawrence@dadeschools.net)

Thank you for participating in the  
Spring Meaningful Consultation  
Meeting.



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